

Co-op Academy Hillside Art Disciplinary Progression Documentation

<i>Art Strands:</i>	<i>Painting</i>	<i>Drawing</i>	<i>Mixed Media</i>	<i>Printing</i>	<i>3D and Sculpture</i>
<i>NURSERY (cycle 1/ cycle 2)</i>	My world and me/ Down in the Jungle use thick brushes for backgrounds or larger shapes (block painting) use thin brushes to add detail		Down at the bottom of the Garden children will create texture by adding sand, gluing different materials, scrunching paper and creating rubbings with natural materials/crayons		Celebrations Children can use tools and techniques to shape clay, dough and salt dough
<i>RECEPTION (cycle 1/ cycle 2) N</i>	My world and me/ Down in the Jungle Children can add black and white paint to make colours lighter or darker Children can change the consistency of paint by adding water Children can choose thick or thin brushes to achieve desired effects Children can change the pressure to create thick or thin lines	My world and me Children can use different techniques for effects (stippling for freckles, dashes for eyelashes) Children can experiment with different mediums (charcoal, pencil) and techniques (stippling, cross hatching) for different effects	Down at the bottom of the garden demonstrate using a range of media effectively and in original ways demonstrate using collage in their artwork		Celebrations Children can select tools and techniques based on the properties of dough, salt dough and clay
<i>Y1</i>	Watercolours They will be able to use watercolours - showing that water has to be used. They will be able to create paler shades of a colour by	Spirals We can use finger tips, wrist, elbow, shoulder and body to draw		Monoprinting create patterns using basic mark making techniques - lines, waves, dots	

	<p>varying the amount of water To mix secondary colours from primary. To add water to the watercolour paints to make the colours and to make the paint thicker/thinner or darker/lighter. Children will be able to explore how techniques are different and make different effects.</p>	<p>We can draw an object multiple times and keep improving our work We can adapt the pressure of our marks to change them I can vary my marks by using a different medium (pencil, graphite, handwriting pen, coloured chalk) I can vary my marks by changing the pressure and thickness of my lines I can use water to make my marks lighter or darker</p> <p>Monoprinting Children will create drawings that demonstrate simple marks including lines, waves, dashes, dots, curves and other details on the objects. To use observational drawing when drawing the contour lines of an animal To change the pressure when adding detail</p>		<p>- To create a monoprint using carbon paper, demonstrating an understanding of transferring an image from one page to another. - To apply pressure to ensure the marks transfer correctly.</p>	
Y2	<p>Razzle Dazzle I can use a colour wheel to find contrasting colours I can identify contrasting colour pairs to use in my razzle dazzle pattern I can use masking tape as a stencil to create the pattern</p>	<p>Collectors We can identify details within natural objects We can accurately recreate natural objects, focusing on proportion We can use heavy pressure to create dark lines and less pressure to create light lines</p>	<p>Stick Transformation Demonstrate an exploration of combining materials to create something and be able to talk about what has been created. Demonstrate an exploration of combining materials to create</p>		<p>Stick Transformation Children will be able to manipulate a piece of paper showing they can cut, fold, bend, curl and twist. To be able to tie a knot around a stick. - To be able to use binding as a way of joining objects together.</p>

	<p>I can use a paintbrush to apply black paint to create a monochrome pattern</p> <p>I can carefully remove masking tape to create my design</p> <p>I can use black paint to create a monochrome design</p> <p>I can use a variety of mediums - sponge, hands, spatulas, rollers - to create a textured design</p>	<p>can identify details within natural objects</p> <p>I can use heavy pressure to create dark lines and less pressure to create light lines</p> <p>I can adapt the thickness of my lines to reflect what I have observed</p> <p>I can use blending to soften lines within my drawing</p> <p>I can change the direction of lines to make an object appear 3D</p> <p>I can use techniques such as hatching and cross hatching to make an object look 3D.</p>	<p>something and be able to talk about what has been created.</p>		<p>- To bind tightly to keep the sculpture in place.</p> <p>- Children will combine their resources and skills taught over the previous week to create a worry doll.</p>
Y3	<p>Picasso</p> <p>I can paint while moving around</p> <p>I can add black and white to paints to make them lighter or darker, to reflect the colours used in the Seated Man</p> <p>I can mix colours to make different shades</p> <p>I can annotate my colours with where I may use these in my own self portrait.</p> <p>Natural Materials</p> <p>Children can use 'draw what you see' to replicate the contour lines of an item</p> <p>Children can vary line thicknesses and tone of the</p>	<p>Picasso</p> <p>I can experiment with different gestural strokes to reflect different emotions</p> <p>I can use different parts of my body to draw</p> <p>I can create gestural marks of different sizes and scales</p> <p>I can identify the light and dark areas of my face</p> <p>I can use gestural mark making to define the features of my face</p> <p>I can change the pressure of my medium (charcoal, crayon, pencil) to adapt the thickness and tone of</p>	<p>Shape and Colour</p> <p>I can identify positive and negative shapes</p> <p>I can cut out positive shapes needed for a design</p> <p>I can arrange positive shapes to represent an object</p> <p>I can begin to include negative shapes, where relevant, in my design</p> <p>I can identify shapes in an piece of abstract art</p> <p>I can choose colours with the intention of creating a particular mood</p> <p>I can create a stencil, identifying the positive and negative space</p>	<p>Natural Materials</p> <p>Children can select a variety of natural items to create a composition from the school grounds</p> <p>Children can layer and place these effectively to create a composition, justifying their choices</p> <p>Children can wash the cyanotype paper in water, knowing it will react with ferric ammonium citrate and potassium ferricyanide to turn the uncovered areas blue.</p>	

	<p>contour lines based on observations Children can change the pressure to change the tone of contour lines Children can layer lines and change the position of the medium to vary the thickness of lines. Children can identify details within the natural element Children can replicate details, vary line thickness and tone, but also by using rubbers and blending.</p>	<p>my marks, to reflect facial features</p>	<p>I can cut relevant shapes for waves or to create a cloudy sky</p>	<p>Children can line up their blocks when printing to create a repeated pattern Children can roll paint evenly on to their block Children can create a repeated pattern using a printing block</p>	
<p>Y4</p>	<p>Storytelling We can identify suitable body parts or features to exaggerate for a desired effect We can use continuous line drawing to observe details and features from a stimulus We can use water to make colours lighter We can use thin brushes to make thin and precise marks We can use thick brushes to make larger marks</p> <p>Still Life To choose the correct paintbrush for different purposes. To use paint at different dilutions to show an outline, form and shadow.</p>	<p>Storytelling We can identify details in other people's drawings We can explain how to use exaggeration for effect We can identify suitable body parts or features to exaggerate for a desired effect We can use continuous line drawing to observe details and features from a stimulus</p> <p>Still Life To take time when drawing from observation, ensuring the shape, form and proportion reflects what they are seeing. use a hard pencil (HB or harder) to draw the still life, using thick and thin</p>	<p>Art of Display I can manipulate other materials around the wires to create detail such as clothing, hair and exposed body parts (hands, feet, head) I can use other mediums to add fine detail to my figure, such as facial expressions.</p>		<p>Storytelling I can manipulate clay by rolling, pinching, twisting, breaking and imprinting. I can use four basic processes - carving, modelling, casting, constructing - to create shapes.</p> <p>Art of Display I can manipulate a single wire (or pipe cleaner) to create the shape of a dynamic figure that represents me, completing an activity that I enjoy (football, dancing, baking, singing etc) I can use the most appropriate method to attach my material to my wire sculpture I can join the figure to a plinth to create a statue that represents myself.</p>

	<p>Can mix primary colours confidently to create secondary colours as well as using black and white to make other variations.</p> <p>use a variety of different brushes to create different effects (e.g. quills, fine brushes, wider brushes and if desired, handwriting pens.)</p> <p>- in painting, mix paints to create lighter and darker colours to clearly mark areas of light and shadow</p>	<p>lines to create an accurate representation of the still life</p>			<p>I can explore how different artists use the idea of 'plinth' in their work and can evaluate their work</p>
Y5	<p>Monoprinting Can choose paint type by their properties based on the purpose of the artwork. E.g. linked to a certain style or movement.</p> <p>- Create colour mixes that fit with the theme of the poem.</p> <p>Mixed Media Landscape I can replicate shapes of relative size to reflect the shapes in a landscape I can change the pressure of charcoal to reflect the shape's position in the composition I can maintain the correct relative space between features I can blend pastels together to replicate colours in a landscape</p>	<p>Kahlo portraits I can start with the shape of the face, and add a neck and shoulders. Using the diagrams of facial proportions talk about where to draw features on the face, such as eyes, a nose and mouth.</p> <p>I can continue adding characteristics such as hair, ears, freckles, glasses and eyebrows.</p> <p>I can use blending, mark making and rubbers to add texture to my facial features</p> <p>I can use coloured pencils to add detail within my self portrait</p> <p>I can adapt the pressure of coloured pencils to change the tone for a desired effect</p>	<p>Monoprinting gather and sort the different types of materials they will need for collage and explain why they have used them.</p> <p>- create shapes for their collage by cutting and tearing from card/different textured paper</p> <p>- arrange and rearrange shapes for their collage, using the term 'composition' to talk about the way in which different elements of their artwork are combined or arranged</p> <p>Mixed Media Landscape I can add the appropriate amount of gum arabic to my mixing water and</p>	<p>Monoprinting To evenly spread the printing ink over the entire A4 piece of paper.</p> <p>- To keep rolling until the ink completely covers the paper and it sounds "tacky."</p> <p>- To place the sheet ink side down over one page of your zine, ready to make the monotype.</p>	

	<p>I can smudge pastels together to replicate colours in a landscape</p> <p>I can change the pressure of pastels for a desired effect</p> <p>I can use different parts of the pastel (side, tip etc) to create different effects</p>	<p>I can use blending, mark making and rubbers to add texture to my objects to draw objects in the background that represents them and tells a story of their own unique identity.</p> <p>Monoprinting</p> <p>To experiment with speed, pressure, tools and medium to affect the outcome of mark making.</p> <ul style="list-style-type: none"> - To create contrasting tones in a drawing (difference between light and dark). - To explore marks and show an understanding of different marks: hatching, stippling and cross hatching, line patterns, contour, scumbling and words. 	<p>investigate how this affects charcoal marks</p> <p>I can apply gum arabic to appropriate parts of my final picture (last week's outcome) to soften the charcoal marks and block in suitable areas of my compositional drawing</p> <p>I can use appropriate pressure with a fineliner to add relevant detail</p>		
Y6	<p>Fashion Design</p> <p>I can identify complementary and harmonious colour pairings</p> <p>I can begin to create patterns, applying the colour pairings to my design where relevant</p> <p>I can justify why I have chosen a particular colour pairing in relation to my personality</p>	<p>2D to 3D</p> <p>I can identify positive and negative spaces in images</p> <p>I can use a foam square to create a grid over a simple image of a dog</p> <p>I can create a grid of the same ratio on a larger piece of card</p> <p>I can subdivide a square to help me include finer details within an outline</p>	<p>2D to 3D</p> <p>I can manipulate paper to create texture</p> <p>I can layer paper to create a collage within my traced outline, experimenting with the most effective placement</p> <p>Activism</p> <p>I can create stencils to use with other mediums (oil pastels, paint, pencil)</p>		<p>2D to 3D</p> <p>I can join my stand to my artwork using folding, and securing appropriately with either sellotape or glue.</p> <p>Fashion Design</p> <p>I can create a 3D plinth from two rectangular pieces of card and attach it to the 2D mannequin to this to create a 3D mode</p>

		<p>I can change the pressure of my pencil to change the tone of my outline</p> <p>I can refine lines based on my observations</p> <p>I can use a thicker tool to create a more defined outline after adding in all relevant detail</p> <p>I can add hatching and cross hatching on top of my collage using ink</p> <p>I can create detail in relevant places on top of my collage using ink</p> <p>Activism</p> <p>I can use pencil to develop ideas for a cause that I am passionate about</p> <p>I can experiment with different fonts to identify lettering that enhances my message</p>	<p>I can cut out appropriate shapes and lettering, using positive and negative shapes within my piece of work</p> <p>I can combine different techniques such as collage to create a piece of art</p> <p>I can use different techniques such as ripping, cutting and scoring to create shapes</p> <p>I can arrange and layer shapes in the most effective way</p> <p>I can use crumpling to create texture</p> <p>Fashion Design</p> <p>I can add mixed media to initial sketches, such as coloured paper, fabric or thread to add detail to an initial design</p> <p>I can cut out my coloured paper into shapes that create my fashion design</p> <p>I can identify and include colours that reflect the mood I want to create within my fashion design</p> <p>I can use the most appropriate method to layer media</p> <p>I can use fine brush strokes to add details</p> <p>I can secure my paper items of clothing to my mannequin</p>		
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			<p>I can use a variety of ways to join media together (double sided tape, masking tape, PVA glue, gluesticks, staples)</p>		
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